



**IOBTC 2016 at
University of Winchester
July 8th – 9th, 2016**

Submission Template

SUBMISSION GUIDANCE

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Submission Template for the 2016 IOBTC International Teaching Conference for Management Educators

1) Title of Proposal:

The challenge and promise of experiential pedagogies in high-enrolment management classes

2) Abstract:

This session is a facilitated discussion (using whole group and small break out groups) on using experiential learning techniques in large management classes, particularly where lecturing is an institutional norm and class sizes can exceed 150 students. We will explore the pedagogical, logistical, structural, and institutional challenges instructors face when introducing non-lecture pedagogies into large lecture theatres/classrooms, using a taxonomy of instructional features that are critical to incorporating experiential and active learning activities into lecture-based classes. We draw on the (sparse) literature along with our own experiences and those of the session participants to discuss possible solutions, and facilitate a break-out group activity using our taxonomy to address those challenges. In a whole-group debrief, we share 'lessons learned' from the small group activity.

3) Keywords:

lecture class; massification; engaged learning; experiential methods, active vs passive learning

4) Format

- Activity or exercise
 General discussion session

5) Time Requested:

- 20 Minutes
 30 Minutes
 60 Minutes

6) Planning Details:

Movable seats for break out discussions; regular technology for slides

7) Learning Objectives or Goals for the Session:

1. Share a literature resource list with session participants covering a variety of research about using active and experiential methods in large enrolment courses;
2. Gain practical understanding of key pedagogical differences in using experiential learning methods in large enrolment courses (and by 'experiential' we mean beyond clickers, to simulations, community-based learning, and small group activities);
3. Introduce a taxonomy of instructional features (included below) that dramatically change with large class sizes, and engage in discussion about particular challenges session participants who have facilitated activities and simulations in large lecture courses are facing;
4. Generate solutions and share 'lessons learned' from facilitators' experience in those instructional features, including learning culture, institutional norming, student 're-training' efforts, and overcoming logistical challenges.

8) Management or Teaching Topics:

Large, lecture-based college classes have been a mainstay of students' academic experiences, across disciplines and institutions (Bain, 2004; Heppner, 2007; Keogh, Sterling, & Venables, 2007; Meltzer & Manivannan, 2002). Although student learning outcomes such as content depth, motivation, and peer-based learning can be compromised in larger classes (Bandiera, Larsinese, & Rasul, 2010; Benton & Pallett, 2013, January 29; Gallup & Purdue University, 2015), large classes are a fact of higher institutional life. Moreover, as institutions of all kinds seek instructional efficiencies and carefully manage revenue streams, class sizes in higher education are generally growing (Benton & Pallett, 2013, January 29; Heppner, 2007; Hornsby & Osman, 2014; Maringe & Sing, 2014). While not every institution is making courses larger, there is evidence that required general education courses (Bandiera et al., 2010) as well as in-major course sizes are increasing (Maringe & Sing, 2014; Schiming, n.d.) in many college institutions.

At the same time, reports that explore learning strategies and chronicle students' most important learning experiences advocate, without exception, engaged and experiential teaching practices (Gallup & Purdue University, 2015; National Association of Colleges and Employers, 2015; The National Survey of Student Engagement, 2014). These results will not be a surprise to the IOBTC audience! Although there are efforts at integrating experiential and engaged teaching practices in large classes (Bain, 2016; Snowball, 2014; Specht & Sandlin, 1991; Yarnall & Fusco, 2014), lecture still dominates large class pedagogy. Since the principles and practices that go along with experiential learning are more consistent with smaller classroom environments than larger ones (e.g., Bain, 2004; Chickering & Gamson, 1987; Miner, 1992), in this session we want to bridge the "experiential learning in large classes" gap that exists in research, and explore experiential learning practice in a large classroom setting. An additional facet of these topics is exploring engaged learning practices in a non-North American context, where the lecture norm is pervasive and historical. There is a very sparse literature on experiential learning in large classes per se, and almost nothing by authors outside of North America.

9) Session Description and Plan:

What will you actually do in this session? What activities will you facilitate, how long will they take, and how will participants be involved? Reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session. Include a timeline for your session.

This session will be a facilitated discussion, drawing on the facilitators' and session participants' experiences in large classes. We will take a solution-focused approach in discussing issues that can arise from using experiential methods in large classes (e.g. how to conduct a debriefing/reflection session with 200 students). Participants will leave the session with some useful tips on how to plan, execute, and manage experiential learning activities in a large class.

Assuming a 60 minute block, the session will be organized as follows:

0-10 minutes: Sharing knowledge and experiences of large class learning environments. Drawing on the participants' experience to broadly discuss what activities work well, what challenges they may have faced and key pedagogical differences in using experiential learning methods in large enrolment courses compared to small classrooms.

10-45 minutes: In small groups, participants will identify challenges specific to large class experiential learning based on a taxonomy the session facilitators will share, and then brainstorm ideas to manage potential or actual obstacles to student learning.

45-60 minutes: Sharing lessons learned from facilitators' experience in large class experiential learning classrooms, including a brief discussion on how to overcome cultural norms that reinforce or reward lecture-based learning.

10) For Activities and Exercises:

For the break-out group discussions, we will give each participant a copy of this table as a worksheet to help frame their thinking of the teaching and learning features that fundamentally change when moving from small class experiential learning to large class experiential learning. This taxonomy was created from the literature as well as our experiences:

Teaching & learning feature that changes going to large classes	Examples?
Pre-class & preparation work	
Instructions	
Group work	
Debrief	
Re-norming students to engage	
Punting when things go wrong	
KISS	
Institutional context	

11) Implications for Teaching or for Teachers:

What is the contribution of your session?

This session will appeal to those who want to introduce active and/or experiential learning techniques into a large lecture theatre, and are looking for ways to connect with students in a more active/engaging way. As class sizes get larger, there are few resources that share practical tips for moving high-touch and engaged teaching and learning methods to these larger classes.

We know from research and experience that lectures have limited use; we tend to use them to transmit information which in some disciplines is helpful for student learning. As management educators, our role is to promote thought, change attitudes, and/or develop behavioural skills in our students. Introducing non-lecture pedagogies into the management classroom can facilitate more affective learning and help develop skills necessary for employability. There are, however, many challenges to introducing non-lecture pedagogies into large classes, ranging from institutional resistance and exposure to risk to logistically managing a large group of people. Over several years, we have experienced and thought through the gamut of issues in applying experiential learning methods into large classrooms. The proposed session will allow a mutual sharing of wisdom between the participants and facilitators.

12) Application to Conference Theme:

How does your session fit with the overall IOBTC theme of *Elevating Aspirations*?

Our session speaks directly to “elevating aspirations for the wider student experience” in celebrating a traditionally unlikely match: experiential teaching and learning opportunities in large lecture classrooms, usually in research-oriented institutions. We show ways of engaging a broader array of students in those learning environments, whose needs may have been subsumed to the operational realities of efficiency in higher education and/or simply unexamined ‘truths’ about large classroom learning. We aspire to share our experiences with engaged learning in lecture-based environments to lower the learning curve for our colleagues and disseminate practices that have been effective.

13) Unique Contribution to IOBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the IOBTC conference?

At OBTC 2011, we facilitated an information-seeking session about engaged learning techniques for large classrooms, without having experience in doing so. There was very little practical knowledge out there at that time—there were only two participants in the session who had ever had such experience. Thus, the 2011 session was an inquiry session for us rather than an experience-sharing session. Since 2011, we have been slowly integrating experiential methods into large lecture classes and in spring 2015, we had the opportunity to co-facilitate a very large lecture course in OB using experiential methods. We learned a lot, and since class sizes all over the world are getting larger (in particular in the UK (e.g., Bandiera et al., 2010), we believe our insights can add unique value to the IOBTC participants.

14) References and/or Additional Materials:

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